HIGHER SECONDARY TEACHERS ATTITUDE TOWARDS THE USE OF ICT IN TEACHING LEARNING PROCESS

Dr. Paul Albert. A

Assistant Professor, Servite College of Education for Women, Thogaimalai, Karur District.

ABSTRACT

The purpose of the study is to measure the higher secondary teachers' attitude towards using ICT in teaching learning process. The sample of the study consisted of 50 teachers working in higher secondary schools. In order to collect data, an instrument (Attitude towards using new technology scale) devised by Rajasekar.S, (2009) was used and 6 schools were taken. In data analysis, descriptive statistics were used to describe and summarize the results of data collected from respondents. The results indicated that the higher secondary teachers have neutral attitude towards using new technology in teaching. Male and female teachers differ significantly in their attitude towards using new technology.

KEY WORDS: Technology, ICT, gadgets, curriculum, motivation, utilization.

INTRODUCTION

"Almost from birth, children are immersed in a technologically rich world yet they often enter preschools that offer little to no use of technology… the inclusion of technology also increased learning and encouraged children to socially interact through new media" (Estes-Del Re, 2011). Technology is ever present in our generation and making full use of these tools is becoming more necessary to engage and to teach essential skills to our students. Technology is all around us in all corners of life: computers, laptops, video games, cell phones, televisions, and even our cars are considered technologically "smart" (Paul Chow, 2015).

Technologies have played a dictating role in the field of education in the present scenario. The new technologies have been recognized to play a valuable role in developing and improving the teaching and learning situations (Al-Zaidiyeen et.al, 2010). "Educational systems around the world are under increasing pressure to use the new information and communication technologies (ICT's) to teach students the knowledge and skills they need in the 21st century"(UNESCO, 2002). Information and communication technologies have got still an enormous impact on the teaching-learning process (Bas, et.al, 2016). ICTs help students visualise abstract ideas and makes it easy to find reliable information (Qing, 2007). Students' motivation and confidence are increased when technology is integrated into classroom instruction (Torff & Tirotta, 2010). A number of research studies have been carried out which focused on ICT usage in teaching learning process. (Murphy, 1995) summarizes the learning outcomes that result from the use of technology in classroom as following: (1) social growth, (2) problem solving, (3) peer teaching, (4) independent work, and (5) exploration. (Morgan, 1997) claimed that when computers are used, there are many learning processes are engaged such as: gather information, teacher as facilitator, involvement in experiential learning, face-to-face communication, expanded creativity, and testing of new knowledge. (Neha Dharmesh Chaudhari., 2015), concluded that Computer-based multimedia instruction may help people to learn more information in less time than traditional classroom lectures. (Arthy and Gowrishankar, 2015), found that Using gadgets such as Radio, television and speakers supported by computers will help as good teaching-aids which will help the auditory earners and make the teaching and learning process not only interesting but also ensures permanent learning.

The teaching learning process in the class rooms can be influenced by many factors. One of these factors is teachers' attitudes towards the use of technology in teaching and learning process. Research shows that the successful use of technology largely depends on teachers attitudes in the educational settings (Albirini, 2006, Baylor and Ritchie, 2002). Teachers' attitudes are considered as a major predictor of the use of new technologies in the educational settings (Albirini, 2006). Thus, their attitudes toward computer can play an important role in the acceptance and actual use of computers. The successful utilization of technologies in the classroom depends mainly on the teachers' attitudes toward these tools (Kluever, et.al., 1994). With the view expressed above the investigator decided to know the attitude of higher secondary teachers towards using ICT in teaching learning process.

OBJECTIVES OF THE STUDY

1. To find out the teachers attitude towards the use of new technology in teaching.

2. To find out whether male and female teachers differ significantly in their attitude towards the use of new technology in teaching.

3. To find out whether government and private school teachers differ significantly in their attitude towards the use of new technology in teaching.

HYPOTHESES OF THE STUDY

1. Teacher attitude towards the use of new technology is unfavourable.

2. Male and female teachers significantly do not differ in their attitude towards the use of new technology in teaching.

3. Government and private school teachers significantly do not differ in their attitude towards the use of new technology in teaching.

METHODOLOGY
Sample

The study was conducted in Cuddalore educational district in Tamil Nadu and survey method was employed. The sample was divided into different categories on the basis of gender and management of school. From 6 higher secondary schools 50 samples were selected. Out of these 50, 23 were male and 27 were female teachers, 26 teachers from government and 24 teachers from private schools were selected by random sampling technique.

Tool

In the present study to assess the teachers' attitude towards using new technology, Attitude towards using new technology scale devised by Rajasekar.S, (2009) was used. This scale consists of 30 statements in which,13 favourable and 17 unfavourable statements. The responses were given as strongly agree, agree, undecided, disagree and strongly disagree on a five point scale. Maximum score for this tool is 150 and minimum is 30. Higher score indicates the favourable attitude towards using new technology in teaching

STATISTICAL TECHNIQUE

For analysing data, mean, standard deviation and 't' test were computed.

ANALYSIS AND INTERPRETATION
DESCRIPTIVE ANALYSIS

Mean and standard deviation for teachers attitude towards using new technology of entire sample were analysed and the details are given in Table 1

Table 1: Mean and S.D for Teachers Attitude towards using New Technology

Variable	N	Mean	Standard deviation
Teachers attitude towards using new technology	50	103.35	12.62

It is inferred from Table 1 that the mean and standard deviation of whole sample for teachers' attitude towards using new technology is 103.35 and 12.62.

The various levels of teachers' attitude towards using new technology are given in Table 2

Table 2: Various Levels of Teachers Attitude towards using New Technology

S.NO	Score range	N	Percentage	Level
1.	30-40	0	0	Highly unfavourable
2.	41-65	13	26	Unfavourable
3.	66-115	22	44	Neutral
4.	116-140	10	20	Favourable
5.	141-150	5	10	Highly Favourable

It is clear from Table 2 that among the total 50 teachers 13 (26 %) are having unfavourable attitude, 22 (44 %) have neutral attitude, 10 (20 %) have favourable attitude and 5 (10%) have highly favourable attitude. It was concluded that the teachers' attitude towards using new technology is neutral.

DIFFERENTIAL ANALYSIS
In order to find out the significant difference between the teachers attitude towards using new technology scores of male and female teachers and government and private school teachers,'t' test was applied and the results are given in Table 3

Table 3: 't' value for the teachers attitude towards using new technology score of male and female teachers and government and private higher secondary school teachers

Sub variables	N	Mean	SD	t-value	Report
Male	23	100.30	11.81	4.89	S
Female	27	107.30	12.57		
Government school	26	102.78	13.01	1.26	NS
Private school	24	104.79	11.54		

It is evident from table 3 that, male and female differ significantly in their attitude towards using new technology scores. Female teachers have secured greater mean score than male teacher.

It is also clear from table 3 that government and private school teachers do not differ significantly in their attitude towards using new technology scores. Private school teachers have obtained greater mean value than government school teachers.

FINDINGS
- The higher secondary teachers have neutral attitude towards using new technology in teaching.

- Male and female teachers differ significantly in their attitude towards using new technology.

- Government and private school teachers do not differ significantly in their attitude towards using new technology.

DISCUSSION & CONCLUSIONS
The present study clearly indicates that the higher secondary teachers have neutral attitude towards using new technology in teaching. This is because the teachers may have hesitation or afraid or lack of time to use new technology in their teaching. A number of early studies investigated why teachers do not use computers in their teaching (Rosen & Weil, 1995; Winnans & Brown, 1992; Dupagne & Krendl, 1992; Hadley & Sheingold, 1993). Not surprisingly they found a list of inhibitors: lack of teaching experience with ICT; lack of on-site support for teachers using technology; lack of help supervising children when using computers; lack of ICT specialist teachers to teach students computer skills; lack of computer availability; lack of time required to successfully integrate technology into the curriculum; lack of financial support. Therefore the authorities of institutions must be provided with adequate opportunities to enhance their knowledge in new technologies and equipments. The teachers should motivate to utilize the new technologies in their teaching. Periodical in-service training programmes should be organized to keep their interest and quest in teaching. The teachers should practice themselves to use the technology in class room teaching.

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